

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Application for New Grants Under the Elementary and Secondary School Counseling Program**

**CFDA # 84.215E**

**PR/Award # S215E140130**

**Grants.gov Tracking#: GRANT11636210**

OMB No. 1894-0006, Expiration Date: 11/30/2014

Closing Date: Apr 28, 2014

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1235-GEPA Statement)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e11
<b>6. ED Abstract Narrative Form</b>	e12
<i>Attachment - 1 (1234-SCSAbstract)</i>	e13
<b>7. Project Narrative Form</b>	e14
<i>Attachment - 1 (1238-SteubenvilleCounselingFINAL)</i>	e15
<b>8. Other Narrative Form</b>	e39
<i>Attachment - 1 (1237-AppendixFinal2014)</i>	e40
<b>9. Budget Narrative Form</b>	e55
<i>Attachment - 1 (1236-BudgetNarrative2014)</i>	e56
<b>10. Form ED_524_Budget_1_2-V1.2.pdf</b>	e58
<b>11. Form ED_SF424_Supplement_1_2-V1.2.pdf</b>	e60

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

04/25/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

Steubenville City Schools

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

346002730

\* c. Organizational DUNS:

0553313340000

### d. Address:

\* Street1:

1400 West Adams St.

Street2:

\* City:

Steubenville

County/Parish:

\* State:

OH: Ohio

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

43952-0000

### e. Organizational Unit:

Department Name:

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Melinda

Middle Name:

\* Last Name:

Young

Suffix:

Title:

Director of Programs

Organizational Affiliation:

\* Telephone Number:

740-283-3767 xt 202

Fax Number:

\* Email:

myoung@scsohio.org

PR/Award # S215E140130

Page e3

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

U.S. Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

### \* 12. Funding Opportunity Number:

ED-GRANTS-031214-001

\* Title:

Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC) Program CFDA Number 84.215E

### 13. Competition Identification Number:

84-215E2014-1

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Solid Foundations

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant OH-006

\* b. Program/Project OH-006

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 10/01/2014

\* b. End Date: 09/30/2017

**18. Estimated Funding (\$):**

* a. Federal	359,785.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	359,785.00

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name: Jayme

Middle Name:

\* Last Name: Browning

Suffix:

\* Title: Superintendent Secretary

\* Telephone Number: 740-283-3767 Ext. 200

Fax Number: 

\* Email: jrbrowning@scsohio.org

\* Signature of Authorized Representative: Jayme Browning

\* Date Signed: 04/25/2014

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Jayme Browning	Superintendent Secretary
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Steubenville City Schools	04/25/2014

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="NONE"/> * Street 1: <input type="text" value="NONE"/> Street 2: <input type="text"/> * City: <input type="text" value="NONE"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="NONE"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: <input type="text"/> * First Name: <input type="text" value="NONE"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="NONE"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="NONE"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="NONE"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Jayme Browning"/> * Name: Prefix: <input type="text"/> * First Name: <input type="text" value="Jayme"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Browning"/> Suffix: <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="04/25/2014"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140130

Page e8

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

### **District GEPA 427 Statement**

Steubenville City Schools will ensure that all project activities are fully available and accessible to all participants, regardless of special need or disability. All school facilities are in full compliance with the Americans with Disabilities (ADA) Mandate. Schools work with the Special Education staff to ensure that all students and participants have equitable access to facilities, resources, programs and activities. Steubenville City Schools will ensure that all necessary steps are taken to provide full accessibility for all persons.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Steubenville City Schools

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

With the assistance of **\$359,785** in Elementary and Secondary School Counseling Program funds in year one, Steubenville City Schools (SCS) and its collaborative partners (Jefferson County Mental Health, First Westminster Presbyterian Church and Jefferson County Juvenile Court) will implement **Solid Foundations**, an **elementary only** program designed to expand counseling services and create a collaborative approach to promote students' social, emotional, and behavioral development in three high-need SCS elementary schools. **Solid Foundations** addresses both **Absolute Priority**, **Competitive Preference Priority 1** and **Competitive Preference Priority 2** and will serve approximately 1,159 elementary schoolchildren each year at three sites. Project activities include: hiring three School Counselors and one Social Worker; implementing Solutions Teams; provide early identification training for classroom teachers; provide ongoing, job-embedded professional development; conduct classroom outreach sessions; and implement evidence-based character developments across all schools. The project goal is to implement a systems-based elementary-level counseling initiative that will focus on training and partnerships to provide fully sustainable mental health services and comprehensive character development and positive youth development programming embedded within the school day to improve student outcomes in all areas. The three-year **objective** of the project is to equip mental health professionals and teachers with the skills, knowledge and resources they need to proactively address our students' emotional and behavioral needs. Project outcomes include: reduce the counselor-to-student ratio to 1:386; reduce behavioral incidents; provide elementary teachers with 40 hours of in-service training each year; and impact at least 150 students each week by delivering anger management, conflict resolution, and character-development programming.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

---

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

**Solid Foundations  
Steubenville City School District - 2014**

**Table of Contents**

**Competitive Priorities**

Absolute Priority							Page 9
Priority #1:							Page 9
Priority #2: Support for Military Families							Page 10
<b>Narrative:</b>							
Need for Project							Page 2
Quality of Project Design							Page 8
Quality of Management Plan							Page 16
Quality of the Project Evaluation							Page 21

**Solid Foundations**  
**Steubenville City School District - 2014**

**Need for Project**

**Specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

The Steubenville City School District serves 1,159 elementary students on three elementary school campuses. Schools are located throughout Jefferson County in Ohio, which borders Pennsylvania. All of our district schools are located in a small city setting. Jefferson County itself has a population of 67,964 residents (2013 US Census Bureau).

Poverty is a significant factor here, with the median household income reported at \$40,115, compared to \$48,246 for the rest of Ohio. More than 16.8% of county residents live in poverty. Among our students, 66.4% currently qualify for free and reduced lunch. Over 27% of Jefferson County children live in poverty while 33% of children are born in single-parent households. Low income levels impact all areas of life – particularly the ability of families to access physical and mental health services. Countyhealthrankings.org (Robert Wood Johnson Foundation) ranks Jefferson County 80<sup>th</sup> out of 88 Ohio counties in terms of Health Outcomes. A full 28% of Jefferson County residents do not have access to adequate social support services (compared to 20% for the rest of Ohio).

The need for supportive mental and behavioral health services is staggering. In 2012, elementary students accounted for 496 behavioral referrals, indicating that, within EACH of Steubenville's 58 elementary classrooms, a child's behavior reached crisis level, and necessitated a wholesale disruption of the learning environment, between eight and nine times last school year. This translates to nearly one major incident each month, in each elementary classroom.

<b>GPRA Measure #2</b>		
<b>Schools</b>	<b># of Students Enrolled</b>	<b># of Disciplinary Referrals</b>
East Garfield Elementary School	405	175
Pugliese Elementary West	432	201

**Solid Foundations**  
**Steubenville City School District - 2014**

Wells Academy	322	120
<b>TOTAL</b>	<b>1,159</b>	<b>496</b>

Our students desperately need intervention and prevention supports to support their mental and behavioral health in school. It is crucial that while our young people are in school, they are given the opportunities they need to develop resiliency skills. Outside of school, Steubenville's children face overwhelming challenges. The active case load at one Steubenville elementary school – a representative sample – currently includes:

- ☐ A kindergarten child with permanent hearing damage after his drug-addicted mother refused to take him to a doctor for a school-diagnosed ear infection;
- ☐ A First Grade child with a mentally retarded mother who recently tried to hang himself;
- ☐ A First Grade child whose father was recently murdered;
- ☐ A Second Grade child whose family refuses to have him assessed for Asperger's Syndrome;
- ☐ A Third Grade child that frequently displays physical evidence of "violence in the home";
- ☐ At least six families that continually move back and forth between Ohio and West Virginia to avoid prosecution for child abuse, habitual student tardiness, and willful neglect charges; and
- ☐ A full 20% of the student population that has been tardy 10 or more times already this year.

Despite the frequency and magnitude of these ongoing issues, we currently have **no school counselors, social workers, psychiatrists, or psychologists** assigned to serve students at our three elementary schools. This is a huge opportunity gap for our students, as can be seen in the table below:

<b>GPRA Measure #1</b>			
<b>Name of Elementary School</b>	<b>Enrolled Students (2011-2012)</b>	<b>Free/reduced lunch eligible</b>	<b>Mental Health Staff</b>
East Garfield Elementary School	405	350	<b>0</b>
Pugliese Elementary West	432	244	<b>0</b>
Wells Academy	322	76	<b>0</b>

**Solid Foundations**  
**Steubenville City School District - 2014**

<b>TOTAL</b>	<b>1,159</b>	<b>670</b>	<b>0</b>
--------------	--------------	------------	----------

In the past, Steubenville elementary schools each had a full-time Social Worker on staff to work with students and families to address behavioral and mental health issues, however funding cuts eliminated these positions in 2010. The American School Health Association has posted recommended ratios for mental health personnel at the elementary level. At this time, Steubenville elementary schools fall far below all recommendations in every category:

<b>Position</b>	<b>Recommended Ratio</b>	<b>Actual Ratio</b>
School Counselors	1 to 250 students	<b>0 to 1,159 students</b>
School Social Workers	1 to 800 students	<b>0 to 1,159 students</b>
School Psychologists	1 to 1,000 students	<b>0 to 1,159 students</b> <b>(1 in District – assigned to Middle / High)</b>

Although elementary schools report an ever-increasing number of younger students entering school with severe issues, Steubenville’s three elementary campuses are poorly equipped to adequately meet the needs of these young people and their families. Currently, each elementary campus has a “Solution Team” to address students at crisis-level – a group inclusive of the building principal, the reading/math facilitator, and the classroom teacher. In extreme instances, a request can be made to include the District Psychologist in Solution Team meetings – however this professional is assigned to the middle and high school, and is overwhelmed serving the needs of more than 1,275 students. More than 90% out of the time, **“Solution Teams” do not include any mental health professionals.**

It is current District policy for the Solution Teams to focus on family support to address behavioral and mental health issues when they arise and interrupt the learning environment. **Last year, Solution Teams met 1,051 times** – drawing administrators, academic support staff, and classroom teachers from their regular duties and forcing them to address mental health and behavioral issues that they are not trained or properly equipped to deal with professionally. This is a major disservice to our students and families, and must be addressed immediately.

## **Solid Foundations**

### **Steubenville City School District - 2014**

Steubenville CSD recognizes that the elementary years are a time when students begin to develop their self-concept and feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, and character values. It is now that students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success. Furthermore, given the uptick in high profile incidents among students of all ages—coupled with the upward swing in school violence in recent years—it is critical that schools learn to identify potentially troublesome behaviors early on, while students are still in elementary school and there is time to address emotional and behavioral issues before it is too late. Every year, 3 million young people in the United States fall victim to crimes at school. Almost 2 million of these incidents involve violence. Although most school violence takes the form of minor assaults, some episodes are far more serious. The Steubenville community has not been untouched, and is still reeling in the aftermath of a high profile assault involving our high school students in August 2012.<sup>1</sup> It is absolutely critical that a sustainable, comprehensive mental and behavioral health structure – including both prevention and intervention – is implemented in our elementary schools.

---

<sup>1</sup> Macur and Schweber, "Rape Case Unfolds on Web and Splits City." *New York Times*, December 16, 2012. [http://www.nytimes.com/2012/12/17/sports/high-school-football-rape-case-unfolds-online-and-divides-steubenville-ohio.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2012/12/17/sports/high-school-football-rape-case-unfolds-online-and-divides-steubenville-ohio.html?pagewanted=all&_r=0)

**Solid Foundations**  
**Steubenville City School District - 2014**

Steubenville CSD assembled an **Advisory Council** representing all stakeholder groups to assess student needs and design a responsive plan of action. The resulting community-supported initiative, **Solid Foundations**, is aligned to the unique needs of our youngest students, and will dramatically impact social, emotional, behavioral, and academic outcomes. Requesting \$359,785 in Year One, **Solid Foundations** will enable Steubenville CSD to address critical gaps and weaknesses in existing services:

Gap / Weakness	Solid Foundation Strategy
No mental health professionals at the elementary level	Hire three certified School Counselors and one certified Social Worker to address needs of elementary students – positions that Steubenville CSD <b>will sustain beyond the Federal funding period through District funds, local funds, and appropriate state and federal funding streams.</b>
No prevention services provided by qualified mental health professionals	Implement small group, age-appropriate instruction in character education, coping strategies, improving academic self-concept, teaching skills to improve learning, advising to achieve goals, understanding school-life relationships, developing career awareness, etc. in each elementary classroom at least once each month
Teacher and administrators lack training to identify students at-risk for behavioral and emotional problems	School Counselors, the Social Worker, and outside providers will provide training to all faculty, staff, and administrators to create a cadre of “Early Identifiers” of emotional and behavioral problems
No formal process to monitor counseling needs and set / track short- and long-term goals	School Counselors will create a standard, formalized process for student intervention and prevention plans, which will be tracked for all youth displaying early, moderate, and advanced signs of mental or behavioral challenges
No standard character education program or formal	The following programs will be integrated into the fabric of daily life at all elementary campuses – including staff training,

**Solid Foundations**  
**Steubenville City School District - 2014**

<p>opportunities to access youth development / resiliency-promoting programming during the school day</p>	<p>and purchase of equipment / materials / curricula:</p> <ul style="list-style-type: none"> <li>☑ <b>HOPSports Fitness / Youth Development Curriculum:</b> Proven to actively engage ALL children in fitness, exercise, and character development, <b>HOPSports</b> also features ongoing social and emotional learning components that cover sportsmanship, self-discipline, bullying, cyber-bullying, healthy relationships, violence prevention, anti-smoking, personal hygiene, and emotional wellness</li> <li>☑ <b>REMO HealthRHYTHMS:</b> A research-based group drumming protocol that has demonstrated biological and psycho-social benefits among participants, as they use drums as a tool for communication and personal expression</li> <li>☑ <b>Kimochis Social and Emotional Learning:</b> Backed by scientific, empirically-based research studies, lessons have proven to have beneficial effects on the development of social-emotional skills in elementary school students</li> <li>☑ <b>BrainRush Adaptive Practice:</b> This evidence-based approach has been empirically proven to increase student retention of cognitive materials. The concept uses interactive games to engage students. Games have an amazing ability to capture and hold children's attention. They are also an exceptionally effective way to learn. This Adaptive Practice technology applies the science of learning to every BrainRush, which is designed to improve learning, social, behavioral and cognitive function among young learners.</li> </ul>
---	---

**Solid Foundations  
Steubenville City School District - 2014**

**Quality of Project Design**

**The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population**

After conducting a comprehensive needs assessment process, the **Steubenville Advisory Council** designed **Solid Foundations** to address the specific gaps and weaknesses identified for elementary students. To promote long-term sustainability and to capitalize on existing resources available in the community, **Solid Foundations** will incorporate a wide spectrum of local agencies and service providers to meet the needs of targeted students.

Agencies	Services	Needs Met
Jefferson County Mental Health <i>*Sliding Fee Scale to eliminate barriers</i>	<b>*Referrals:</b> Out-of-school-time provider that provides mental health services to youth and families	Students / families will access high-quality mental health services outside of school in a timely fashion
First Westminster Presbyterian Church <i>*Sliding Fee Scale to eliminate barriers</i>	<b>*Referrals:</b> Wednesday evening After School Program focused on academics, enrichment, and career development; Kids Club summer program to promote healthy family relationships, arts	Students / families will access high-quality supportive services, catering to social, academic, and positive youth development needs. Families
Jefferson County Juvenile Court (PRIDE Program) <i>*Sliding Fee Scale to eliminate barriers</i>	<b>*Referrals:</b> Out-of-school-time mentoring, character development, age-appropriate information workshops on Internet and device safety	will learn strategies to promote student safety online and while using mobile devices – a key feature of Steubenville’s healing process <sup>2</sup>

Letters of support, documenting established partnerships and a common goal of improving outcomes for Steubenville families and youth, are included in the Appendix.

**The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs**

<sup>2</sup> Petrecca, Laura. “Steubenville rape case driven by social media.” USA Today, March 2013.  
<http://www.usatoday.com/story/news/2013/03/18/steubenville-rape-social-media-football/1997687/>

## **Solid Foundations Steubenville City School District - 2014**

The **Steubenville Advisory Council** conducted an extensive needs assessment to determine the most pressing needs of targeted students and their families. To ensure accurate representation of gaps and weaknesses, multiple sources of data, including behavioral data, county reports, report card and classroom scores, student surveys, and parent surveys were considered. The **Advisory Council** includes administrators, teachers, the existing Steubenville mental health professionals, community partner representatives, and student and parent volunteers. The **Advisory Council** selected project activities based on established needs, and will continue to meet at least once each quarter to assess movement towards project goals. This oversight committee will utilize **Quarterly Evaluation Reports (QERs)** to ensure sufficient progress is made among all student sub-groups. If impact gaps are identified, or performance targets are not met, the **Advisory Council** will suggest project modifications to ensure achievement of outcomes. All modifications require Superintendent approval.

Designed as a systems-based, long-term solution to the existing shortage of mental health professionals and positive youth development support in Steubenville elementary schools, **Solid Foundations** will continue to positively impact students and families beyond the initial funding period – as the framework, protocols, and procedures are established to address student needs and prevent mental health issues from reaching crisis-level.

As shown below, **Solid Foundations** addresses **Absolute Priority 1** and **Competitive Preference Priority 1**:

- **Absolute Priority 1:** Establish or expand counseling programs in elementary schools, secondary schools, or both: **Solid Foundations** will expand counseling programming in the six high-poverty, high-need, targeted elementary schools
- **Competitive Preference Priority 1:** Improving the school environment, which may

**Solid Foundations**  
**Steubenville City School District - 2014**

include improving the school setting related to student learning, safety, and health: **Solid Foundations** targets improving the school environment through structured counseling services that result in improved student behaviors (e.g., reduced disciplinary incidents), thereby creating a safer learning environment.

- **Competitive Preference Priority 2:** Support for Military families. **Solid Foundations** will directly target students of military families. According to 2013 American Community Survey data, 11.2% of families with children are military families. So support these military families at the targeted schools, School Counselors will complete an online course (7 Continuing Education credits) that will provide counselors with skills and knowledge that enable them to target counseling interventions to support students who come from military families.

The overarching project goal of **Solid Foundations** is to: **Implement a systems-based elementary-level counseling initiative that will focus on training and partnerships to provide fully sustainable mental health services and comprehensive character development and positive youth development programming embedded within the school day to improve student outcomes in all areas.**

Objectives include:

1. Recruit and hire three School Counselors and one Social Worker to address the needs of Steubenville Elementary students. (Impacting GPRA #1)

**Needs Addressed:** Currently, elementary students have access to **no counseling or mental health staff at their school**. Steubenville does not employ a counselor or social worker at the elementary level.

**Action Plan:** Counselors and the Social Worker will work collaboratively with teachers, helping them to make early identification and intervention for students who are involved in or show signs of

**Solid Foundations**  
**Steubenville City School District - 2014**

becoming involved in unsafe or anti-social (e.g. bullying, violence) behavior. Counselors and the Social Worker will provide services and support to students to help improve their pro-social behaviors and “coping” skills. Counselors will also facilitate family involvement and help address family issues and problems impacting students. (No “family counseling” will take place with grant funding – families will be referred to outside services.) The Social Worker will serve as each school’s chief community liaison to build relationships with appropriate organizations and agencies that will provide services and resources to families with issues that impact student achievement and/or behavior. **Counselors and Social Worker will be recruited and hired within the first 60 days, measurable through interview records and payroll.**

2. Mental health professionals will meet bi-weekly with school-based Solution Teams to collaborate and conduct additional trainings.

**Needs Addressed:** Currently, Solution Teams are the avenue that students in-crisis can be referred to mental health services outside of school. However, Solution Teams are composed of building principals and the reading / math facilitator. Whenever possible, the District Psychologist will participate, but this is rare as this professional is needed at the middle and high school level.

**Action Plan:** Measurable through attendance and minutes, counseling professionals will meet with Solution Teams on alternating Friday afternoons to discuss issues, share best practices and confer with one another. These meetings will commence in the first quarter of Year 1 and will continue thereafter. Counselors and Social Workers will train Solution Team members – and also classroom teachers – in early identification strategies for youth at-risk for mental health issues or youth displaying disruptive behavioral issues.

3. Elementary counselors and social workers will address the intervention AND prevention needs of at least 25 students each week, identified by classroom teachers and administrators that have completed “Early Identification” training. (Impacting GPRA #2)

**Needs Addressed:** Currently, Solution Teams refer students to community-based mental health services, relying heavily on family support to ensure youth are served. Teachers and administrators have not been trained to identify children who are struggling, resulting in a large number of “crisis-level” youth who remained unidentified until their situation became desperate.

**Solid Foundations**  
**Steubenville City School District - 2014**

**Action Plan:** Creating a school-wide awareness of the warning signs and behavioral cues of a latent mental health or behavioral crisis will shift the current environment from “reactive” to “preventive.” Early identification will allow new school-based mental health staff to provide services as soon as possible to promote the best possible student outcomes. **Solid Foundations** will maximize staff efficiency, ensuring that elementary students in need of services are receiving them quickly, before crisis level is reached. Measurable through counseling reports and attendance.

4. Annually, 100% of Steubenville’s elementary teachers will complete at least 40 hours of in-service training focused on early identification of students at-risk for social or behavioral crisis and prevention, and on incorporating best-practice youth development strategies in classroom learning

**Needs Addressed:** Steubenville teachers have no opportunities to access this training, and are not able to reliably identify youth at-risk. The complete lack of school-based mental health workers creates a school-wide feeling of helplessness when youth ARE approaching crisis level.

**Action Plan:** Measurable through attendance logs, PD will be offered to teachers to improve their ability to positively impact students. In addition to training teachers to identify students in need of referrals, training will also focus on positive behavioral and character development strategies that can be incorporated into the classroom. Outside providers will be brought in to provide high-quality training to all elementary teachers on incorporating prevention activities into weekly classroom structure and promoting parental involvement to enhance student outcomes. All professional development and training will draw upon best practices and evidence-based strategies identified in the What Works Clearinghouse. For example, the **Positive Action** approach to school counseling is listed in the What Works Clearinghouse as an effective program. Positive Action is a K–12 counseling approach that supports positive character development, academic achievement, and the development of social-emotional skills and to reduce disruptive and problem behavior. The program is based on the philosophy that students feel good about themselves when they think and do positive actions, and there is always a positive way to do everything. School Counselors will also participate in professional development and training relating to the deployment of the ASCA National Model for School

**Solid Foundations**  
**Steubenville City School District - 2014**

Counseling, among other topics to be collaboratively determined by project leadership.

5. School-based mental health staff will conduct outreach into classrooms, impacting at least 150 students each week, as they deliver anger management, conflict resolution, and character-development programming in small-group settings.

**Needs Addressed:** Character education is offered on a limited, disconnected scale at targeted elementary schools. Programs to build specific resiliencies, such as anger management and conflict resolution, are not currently offered through the District.

**Action Plan:** Measurable through attendance logs, project-supported mental health professionals will provide supportive services above and beyond traditional counseling to ALL students – a preventative measure that will build student resiliency and decrease the number of youth reaching “crisis level.” Age-appropriate services will include: team building, problem solving, conflict resolution, and relationship training.

6. 100% of targeted elementary students will take part in at least 90 minutes of character development / team-building / fitness programming each week embedded within the school day.

**Needs Addressed:** Promoting a school-wide environment that develops whole-child wellness is a built-in avenue to promote resiliency in young people. Currently, Steubenville elementary schools do not capitalize on these prevention opportunities.

**Action Plan:** Measurable through school-wide character development / team-building / fitness reports, **Solid Foundations** will bring the award-winning **HOPSports** curricular tools into all elementary classrooms and gymnasiums – actively involving young people in youth development, leadership, team-building, whole-child wellness and fitness activities focused on personal growth.

**The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice**

Each of the approaches that comprise **Solid Foundations** is evidence-based and proven effective in the field. Studies show that all elementary school children—not just those at-risk of academic failure or those struggling academically—exhibit higher academic scores and

## **Solid Foundations**

### **Steubenville City School District - 2014**

improved classroom behaviors when guidance counselors teach social and emotional coping skills in the classroom. Counselors use curricula based on scientific theories of child development and behavior to teach social and emotional learning (SEL) skills to students at all grade levels.<sup>3</sup> A 2010 study completed by Lapan, Gysbers, and Petroski shows that implementing a comprehensive school counseling program increased students' beliefs that their education was more relevant and important to their future thus leading to improvement in student grades. In fact 83% of failing elementary school students who participated in a counseling program experienced an increase in academic performance. School counselors impact students' academic performance and increase the on task, productive behavior reducing disruptive behaviors (Mullis and Otwell 2008). Also, school counselors were effective in reducing bullying behaviors and even modifying school climate and structure (Hannish and Guerra, 2010). Students who have access to school counselors report being more positive and having greater feelings of belonging and safety in schools (Lapan, Gysbers, and Sun, 2009). As noted, School Counselors will implement counseling services in accordance with the American School Counselors Association (ASCA) National Model. The ASCA National Model is an evidence-based approach<sup>4</sup> built upon a three-pillared foundation of: Program Focus; Student Standards; and Professional Competencies. And as previously indicated, Positive Action is listed in the What Works Clearinghouse as an effective program. One study of Positive Action met the What Works Clearinghouse (WWC) evidence standards, and one study met standards with reservations. The studies included 56 elementary schools in Florida and Hawaii. Both studies examined results on students' behavior and academic achievement.<sup>5</sup>

---

3 [http://www.edline.net/pages/Fairview\\_WBES/Mr\\_Collins\\_Corner/News/Why\\_do\\_we\\_have\\_an\\_elementary\\_g](http://www.edline.net/pages/Fairview_WBES/Mr_Collins_Corner/News/Why_do_we_have_an_elementary_g)

4 <http://www.ascanationalmodel.org/foundation>

5 <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=380>

## **Solid Foundations**

### **Steubenville City School District - 2014**

The following specific curricula and programs incorporated into the **Solid Foundations** program model have a comprehensive research basis:

#### **HOPSports**

A growing body of research<sup>6</sup> suggests that exercise has antidepressant effects. A number of studies indicate benefits in mild to moderate depression resulting from regular structured exercise. Research findings include:

- ⊙ Just 30 minutes of brisk exercise three times a week was as effective as medication in relieving symptoms, and reducing relapse, in many patients with mild-to-moderate depression.
- ⊙ Youth who are active in sports have a greater sense of well-being than their sedentary peers. The more vigorously they exercise, the better their emotional health.
- ⊙ Physical inactivity is strongly linked to depression in children 8 - 12 years of age

#### **Kimochis**

- ⊙ Extensive developmental research indicates that effective mastery of social-emotional competence is associated with greater well-being and better school performance, whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra & Bradshaw, 2008).
- ⊙ Social and emotional learning has a positive effect on academic performance, including improved skills and grades in math, language arts, and social studies, and better problem-solving and planning skills, and subject mastery (Durlak & Weissberg, 2005; Elias et al., 1997; Greenberg et al., 2003; Hawkins, 1999; Wilson et al., 2001; Zins & Elias, 2006; Zins et al., 2004).
- ⊙ “Mental health is a critical component of children’s learning and general health. Fostering social and emotional health in children as a part of healthy child development must therefore be a national priority.” (U.S. Public Health Service, 2000, p. 3).

#### **REMO HealthRHYTHMS**

- ⊙ This replicable creative musical expression protocol as a catalyst for nonverbal and verbal disclosure led to improved quality of life for inner-city youth. This innovative protocol can be readily utilized by behavioral health professionals without prior musical experience. Results indicated significant improvements in multiple parameters, including: school

---

<sup>6</sup> <http://www.health.harvard.edu/blog/regular-exercise-changes-brain-improve-memory-thinking-skills-201404097110>

performance, signs of depression, negative self-evaluation, interpersonal problems, and instrumental anger.<sup>7</sup>

### **BrainRush**

- ◎ BrainRush is a proven, game-based strategy for increasing student learning and understanding of cognitive concepts. Traditional learning is often passive, but BrainRush games keep students focused because they force them to act, and then react, based on the response they receive. Learning by doing is more fun, more engaging, and a lot more effective. Every time children act, the games learn a little about what they know, and then adapt to match their skill, thereby optimizing learning. BrainRush can increase student comprehension, improve behavioral and social outcomes and facilitate the development of critical-thinking and problem-solving skills.<sup>8</sup>

### **Quality of Management Plan**

**The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks**

Melinda Young, Director of Programs, will serve as Project Director for PACE (CV attached in appendix page 1). As Project Director, she will be responsible for overseeing and managing day-to-day implementation of all project activities. Her roles and responsibilities will include (but are not limited to): ensuring that all project activities are carried out on time, as specified and within the outlined budget; working with the **External Evaluator** and overseeing data collection; coordinate project activities and regular reviews of performance feedback with the **Steubenville Advisory Council** (see below); communicate with school-based members of the **Advisory Council** on a weekly basis and meet with the team monthly; ensure compliance with all grant program reporting requirements, along with other duties and responsibilities as necessary. As Project Director, she will devote approximately 40% (.4 FTE)

<sup>7</sup> **ADVANCES** Spring 2009, VOL. 24, NO. 1 *Creative Musical Expression*

<sup>8</sup> <http://www.brainrush.com/approach>

**Solid Foundations  
Steubenville City School District - 2014**

of her time towards the project. A job description for this position is attached. Additional project-related roles are outlined below.

<b>Project Management</b>		
<b>Title</b>	<b>Project role</b>	<b>Effort</b>
School Psychologist	Will work with <b>Advisory Council</b> to link counseling efforts to rigorous standards and core academic content and academic achievement improvement efforts (no funding requested for this position)	10% (.10 FTE)
Counselors (Three positions)	Will participate in evidence-based professional development and carry out the counseling plans that comprise <b>Solid Foundations</b>	100%
Social Worker	Will participate in evidence-based professional development and carry out mental health plans and positive youth development plans that comprise <b>Solid Foundations</b>	100%
Evaluator	Work with project leadership to carry out the evaluation plan outlined herein; prepare QPRs; facilitate the continuous improvement process; prepare annual and final reports	Contract

A proposed project timeline is shown below:

<b>Project Timeline</b>		
<b>Project Activities/Milestones</b>	<b>Responsibility</b>	<b>Date</b>
<b>Advisory Council</b> convenes to finalize roles, responsibilities, schedules and expectations	Project Director (PD)	Month 1
Counseling positions posted	PD	Month 1
Interviews conducted, hiring decisions made	PD; HR	Month 2
Annual required grantee meeting	PD; key staff	TBD

**Solid Foundations**  
**Steubenville City School District - 2014**

Acquire evidence-based counseling resources (e.g., ASCA National Model; Positive Action)	PD	Month 2
<b>Advisory Council</b> meets ( <b>bi-monthly</b> )	PD	Month 2, 4, 6, 8, 10 & 12
Professional development begins	PD; vendors	Month 3
Collect baseline data	PD; evaluator	Month 3
<b>Solid Foundations</b> activities begin	PD; staff	Month 4
Quarterly Reporting	Evaluator	Month 6, 9, 12
Collect follow-up evaluation data	PD; evaluator	Month 10
Annual survey administered	Evaluator	Month 12
End of year report of progress	PD; Evaluator	Month 13
<b><i>Year Two</i></b>		
Schedule professional development	PD	Month 13
Gather baseline data	PD; Evaluator	Month 13
Annual required grantee meeting	PD; key staff	TBD
<b>Solid Foundations</b> counseling continues	Counselors; staff	Ongoing
Quarterly programmatic and financial report	PD; Evaluator	Month 15 18, 21, 24
Collect follow-up evaluation data	PD; Evaluator	Month 23
Annual survey administered	Evaluator	Month 24
End of year report of progress	PD; Evaluator	Month 25
<b><i>Year Three</i></b>		
Schedule professional development	PD	Month 25
<b>Solid Foundations</b> counseling continues	Counselors; staff	Ongoing

**Solid Foundations  
Steubenville City School District - 2014**

Annual required grantee meeting	PD; key staff	TBD
Collect baseline data	PD; Evaluator	Month 25
Quarterly programmatic and financial report	PD; Evaluator	Month 27 30, 33, 36
Collect follow evaluation data	PD; Evaluator	Month 34
Annual survey administered	PD; Evaluator	Month 35
Three-year final report	PD; Evaluator	Month 37

**The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project**

The **Steubenville Advisory Council (AC)** will meet bi-monthly to monitor project progress. Each bi-monthly meeting will include project impact data measuring student, teacher, and parent outcomes, as submitted by the **Data Collection Specialist**. The **AC** will utilize this real-time data to drive meeting discussion, focusing on data sets that are farther from projected outcomes than anticipated. Reports prepared by the **Data Collection Specialist** will include a variety of both qualitative and quantitative data sets each month, providing the **AC** with an overview of outcomes and progress. The **AC** will brainstorm to design new project activities or to modify existing activities in order to promote greater gains. Although the **AC**, including representatives from all stakeholder groups, will suggest modifications, the Superintendent must approve all program changes before they can go into effect. Bi-Monthly reports will include: Pre-Post Surveys for Teachers Completing Training Workshops; Satisfaction Surveys for Parents Receiving Wrap-Around Services; Satisfaction Surveys for Teachers Submitting Student Referrals; Satisfaction Surveys for Students Accessing Services; Attendance Data; Classroom

**Solid Foundations**  
**Steubenville City School District - 2014**

Grade Data; Behavioral Referral Data; Counseling Referral Data; Repeat Referral Data; Enrichment Participation Data; **HOPSports** Curriculum Student / Parent / Teacher Surveys and Participation Data; and Student Assessments.

Once each quarter, the **AC** will receive a **Quarterly Evaluation Report (QER)** from the **External Evaluator**. During that month's meeting, the **AC** will review the report, which will show outcomes for teachers, parents, and students. The **External Evaluator's** reports will also include student data broken out into NCLB sub-groups, (grade, gender, race, ethnicity, poverty, disability) to illustrate any performance gaps or project weaknesses that must be addressed in order to promote equal impact and positive outcomes for all students. In addition to these ongoing program monitoring activities, **Solid Foundations** will monitor and track required GPRA measures, with movement reported at least quarterly. Baseline data for these measurements are below:

**GPRA Measurement #1:**

<b>Position</b>	<b>Recommended Ratio</b>	<b>Actual Ratio</b>
School Counselors	1 to 250 students	<b>0 to 1,159 students</b>
School Social Workers	1 to 800 students	<b>0 to 1,159 students</b>
School Psychologists	1 to 1,000 students	<b>0 to 1,159 students</b>

**GPRA Measurement #2:**

<b>Schools</b>	<b># of Students Enrolled</b>	<b># of Disciplinary Referrals</b>
East Garfield Elementary School	405	175
Pugliese Elementary West	432	201
Wells Academy	322	120
<b>TOTAL</b>	<b>1,159</b>	<b>496</b>

## **Solid Foundations Steubenville City School District - 2014**

As required, signed Program Specific Assurances are appended, certifying Steubenville's commitment to hire staff qualified according to statutory requirements. In accordance with District standard policies, applications for employment will be solicited from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability.

### **Quality of the Project Evaluation**

**The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible; AND The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

To ensure accurate, ongoing evaluation and assessment of our progress towards achieving our intended goals, objectives and outcomes, we intend to contract with a skilled, third-party evaluator experienced in evaluating social and behavioral support programs targeting at-risk students. The proposed evaluator is Dr. Greg Muller, who is a published PhD-level researcher with extensive experience evaluating school-based social, behavioral- and academic-focused programming. He has evaluated dozens of projects focused on supporting socioeconomically disadvantaged youth. The selection of the evaluator (and all contractors) will take place in accordance with all federal acquisition guidelines and regulations. The evaluation plan described below is thorough, feasible and appropriate to the goals, objectives and outcomes of **Solid Foundations** in that it provides an efficient framework that includes extensive feedback loops to ensure that the program is continually evolving to meet the dynamic needs of our diverse student population.

The evaluation plan described herein is based on a continuous improvement model that includes defining goals, ongoing monitoring, and timely adjustments as appropriate. Using a quasi-experimental model, the evaluation approach includes the following:

**Solid Foundations**  
**Steubenville City School District - 2014**

- ☒ **Program Management:** Monitors the routines of program operation; Tracks participant characteristics, programming, allocation of staff, costs, etc., and assists in making short-term corrections and planning for the future
- ☒ **Staying on Track:** Ensures that the project stays focused on goals, objectives and outcomes and collects in-depth qualitative data to increase understanding of Project service delivery success and problems
- ☒ **Efficiency:** Analyze service delivery to enhance coordination of the programs and services, lowers the cost of services
- ☒ **Accountability:** Produces evidence of program effects for internal and external audiences and provides evidence of cost-effectiveness of the project
- ☒ **Sustainability:** Provides evidence to partners (i.e. school officials, school board members, stakeholders, etc.) that the program is effective and merits continued investment.

A process evaluation will ensure programming is implemented with fidelity to the original design. The evaluation plan will provide accurate and continually updated data so that stakeholders can better see where the project started, what is being accomplished, and what needs to change--if anything-- in order to best meet the needs of students and achieve the mission and goals of the program. At the start of the program, a detailed evaluation plan will be finalized, with schedules, roles and responsibilities clarified and agreed-upon. All participating counselors will prepare weekly summary reports (**WSRs**) summarizing the week's activities. The Project Director will meet with key program staff regularly to review and discuss these reports (informal data exchange). The **External Evaluator** will prepare comprehensive Quarterly Evaluation Reports (**QERs**) that summarize project progress while reporting on key challenges, successes and lessons learned. Data collection plans and strategies are outlined below:

**Solid Foundations**  
**Steubenville City School District - 2014**

<b>Objective</b>	<b>Data source</b>	<b>Frequency of collection</b>	<b>Responsibility</b>
<b>Objective 1: Counselor-to-student ratio (GPRA 1) – baseline = 0:1159</b> Baseline collected from staff records 2012	Employment and enrollment records	Quarterly	Project Director
<b>Objective 2: Collaboration between mental health professionals and Solutions Teams – baseline = 0</b> Baseline collected from district records 2012	Meeting minutes; training sign-in sheets	Monthly	Project Director
<b>Objective 3: Addressing the intervention and prevention needs of at least 25 students per week -baseline = 0</b> Baseline collected from district records 2012	Counselors' logs and notes	Monthly	Project Director
<b>Objective 4: Evidence-based training – baseline = none</b> Baseline collected from district records 2012	Training sign-in sheets	Quarterly	Project Director
<b>Objective 5: Classroom outreach – baseline = 0</b> Baseline collected from district records 2012	Counselors' logs; teacher lesson plans	Quarterly	Project Director
<b>Objective 6: 90 minutes of character development / team-building / fitness wellness programming per week – baseline = 0</b> Baseline collected from district records 2012	Teacher lesson plans; classroom logs	Monthly	Project Director

In addition to these data sets, the **External Evaluator** will utilize the *Child Behavior*

**Solid Foundations**  
**Steubenville City School District - 2014**

*Checklist* (part of the Achenbach System on Empirically Based Assessment) and the *Comprehensive School Climate Inventory Analysis* (a nationally-recognized, empirically-validated school climate survey that provides an in-depth profile of each school's strengths and needs), to determine the impact of **Solid Foundations** at the student level and the school-wide level. Each of these surveys will be administered to collect baseline data before the second month of implementation, and annually each May throughout the federal funding period. Results will be incorporated into Year-End Evaluation Reports and utilized to inform and drive program modification as necessary to ensure attainment of stated goals and objectives.

The students and families of Steubenville City School District desperately need additional behavioral and mental health supports at the elementary level to promote improved student outcomes. The current system, relying on school principals and math/reading specialists to provide comprehensive behavioral and mental health interventions, is unresponsive to the needs of our students – a disservice that negatively impacts academic, social, emotional, and behavioral learning. It is crucial that **Solid Foundations** is implemented – immediately – to meet the desperate needs of our underserved community.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

### Program Specific Assurances

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the Other Attachments Form or fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at 202-453-6742 within 3 working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

**As the duly authorized representative of the applicant, I certify that the applicant shall assure that:**

1. the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and
3. Federal funds will be used to establish or expand mental health services by hiring qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists and these professionals will spend a majority of their time counseling students or in other activities directly related to the counseling process as outlined in the program statute.

(b)(6)

Signature of Authorized Certifying

Interim Superintendent

Official Title

Steubenville City Schools  
Applicant Organization

4/23/2014  
Date Submitted

Table of contents

Resumes	1-9
Letters of Support	10-12
Sole Source Letter	13

# Melinda Young

(b)(6)

---

## CERTIFICATION

Superintendent Licensure  
Assistant Superintendent Licensure  
Elementary Principal Licensure (K-8)  
Kindergarten-Elementary Licensure (K-8)

## EDUCATION

Franciscan University of Steubenville	2010-2011
<ul style="list-style-type: none"><li>Course work to obtain Superintendent's Licensure</li></ul>	
Franciscan University of Steubenville	1990-1992
<ul style="list-style-type: none"><li>Masters in Administration</li></ul>	
Franciscan University of Steubenville	1988-1989
<ul style="list-style-type: none"><li>Elementary Education Certification</li></ul>	
Franciscan University of Steubenville	1975-1978
<ul style="list-style-type: none"><li>BS in History/Business</li></ul>	

## EXPERIENCE

Steubenville City Schools		Steubenville, Ohio
<ul style="list-style-type: none"><li>Title 1 Reading Teacher/Parent Coordinator</li></ul>	1990-1998	
<ul style="list-style-type: none"><li>Director of Administrative Services</li></ul>	1998-2000	
<ul style="list-style-type: none"><li>Elementary Principal</li></ul>	2000-2009	
<ul style="list-style-type: none"><li>Director of Programs</li></ul>	2010-Present	

Director of Programs	2010-Present
<ul style="list-style-type: none"><li>Directs, supervises and evaluates the instructional and guidance programs for Preschool – Grade 5</li><li>Manages \$2.1 million in Federal Programs</li><li>Coordinates School-Community Relations</li><li>Oversees professional development and instructional supervision</li></ul>	

Elementary Principal	2000-2009
<ul style="list-style-type: none"><li>Wells Academy</li><li>Re-organized two (2) elementary schools and moved into the newly renovated Wells Academy on the first floor of Steubenville High School.</li><li>Responsible for 250 students and 21 staff members.</li><li>Designed professional development to meet staff needs.</li></ul>	

**Greater Steubenville Chamber of Commerce 1988-1990**

**Steubenville, Ohio**

Small Business Development Coordinator

- Reviewed and evaluated plans and proposals prepared by small business owners.
- Coordinated the Small Business Assistance Program including but not limited to application completion, review, recommendation and final approval.
- Provided information and assistance to the general public regarding programs available to small businesses.

**SunTrust 1984-1988**

**Orlando, Florida**

International Banking Officer

- Audited Accounts to assure accounting procedures were followed.
- Made recommendations to improve international services to customers.

### **CAREER HIGHLIGHTS**

- During my tenure as principal, Wells Academy received Ohio School of Promise for 2002, 2003, 2004, 2005, 2006, 2007, 2008.
- Wells Academy received the National Blue Ribbon Award 2003 and 2004.
- In 2009 Wells received the Educational Trust Dispelling the Myth Award.
- Karin Chenoweth wrote a chapter about Wells Academy in her book "How It's Being Done" (2009).
- Karen Chenoweth and Christina Theakas wrote about the success of Wells Academy in Getting it Done Leading Academic Success (2011).
- Obtained for Steubenville City Schools over three million in competitive grants.

### **COMMUNITY INVOLVEMENT**

Steubenville Lions Club Secretary

Franciscan University Advisory Board

Steubenville Friends of Fine Arts Board Member

Jefferson County Head Start Advisory Council

### **REFERENCES**

Richard Ranallo  
2631 Cleveland Ave.  
Steubenville, Oh 43952  
740-264-4118

Clyde DiAngelo  
Jefferson County ESC  
2023 Sunset Blvd.  
Steubenville, Oh 43952  
740-283-3347

Jayme Browning  
Steubenville City Schools  
1400 West Adams Street  
Steubenville, Oh 43952  
740-283-3767

## **SARAH ELIZABETH ELLIOTT**

(b)(6)

### **Education/Certification**

May 2008	California University, California, Pennsylvania Certification in School Psychology, License #OH1477780
May 2005	Youngstown State University, Youngstown, Ohio Certification in Guidance Counseling
May 2003	Franciscan University of Steubenville, Steubenville, Ohio Master of Arts in Counseling, LPC Credentials
May 2001	Franciscan University of Steubenville, Steubenville, Ohio Bachelor of Arts in Psychology

### **Work Experience**

September 2009- Present	Steubenville City Schools, Steubenville, Ohio School Psychologist
September 2005- September 2009	Steubenville City Schools, Steubenville, Ohio Guidance Counselor
June 2003- July 2006	Jefferson Behavioral Health, Steubenville, Ohio Youth Intensive Case Manager, Masters Level
September 2001- May 2003	Eastern Gateway Community College, Steubenville, Ohio Attrition Counselor
January- November 2002	Bousquet and Associates, Cadiz and Steubenville, Ohio Counselor Trainee-administered extensive psychometric testing

### **References**

**Mr. Barry Gullen**  
133 Beechwood Blvd.  
Wintersville, Ohio 43953  
Home: (740)264-0291  
Work: (740)283-3767

**Dr. Carl Arlotta, Ed.D.**  
227 Opal Blvd.  
Steubenville, Ohio 43952  
Home: (740) 264-1702  
Work: (740) 266-7090

**Mr. Roger Ellis**  
20946 East Berry Ave.  
Centennial, Colorado 80015  
Home: (740) 632-0198

### Education

Ph.D., Sociology, Texas A&M University, 2002  
M.S., Sociology, Brigham Young University, 1992  
B.S., Sociology, Brigham Young University, 1989

### Areas of Specialization

Sociology of Deviance, Social Psychology, Family, Grant-Writing and Administration, Program Evaluation

### Research, Evaluation & Administration Experience

- 2003-2005      *Snow Community Grant Support Office*, Director. Established and oversaw a center that offers a wide range of grant-writing support, training and program evaluation services to rural communities, designed to improve the quality of life and promote safe and healthy living. (*reasons for leaving: to work from home; to finish my book*)
- 1998-2003      *School-to-Work Opportunities Project, Snow College*, Director. Administration of 1.7m program designed to prepare students for academic and employment success. Responsibilities included instruction, training, staff development, budgeting, reporting, grant seeking, program development and evaluation. (*reasons for leaving: to establish a grant support office at Snow College*)
- 1991-1998      *Public Policy Research Institute, Texas A&M University*, Research Assistant. Involved in policy relevant research projects in the public health, technology transfer, and drug-prevention arenas; involved all phases of research, including program evaluation, grant-writing and reviewing, research design, survey instrumentation, data collection, data management, SAS/SPSS/STATA programming, data analysis, report preparation and presentation; and periodic university course instruction. (*reasons for leaving: to care for the health of a family member in Utah*)
- 1989-1991      *Women's Research Institute, Brigham Young University*, Research Assistant (Dr. Marie Cornwall, thesis chair). Research and administrative duties related to the Adolescent Development Study, a three-year, national study, including survey design, data collection, data analysis, database management, report writing and literature review research (*reasons for leaving: graduate school in Texas*).

### Selected Publications

- Muller, G.O. (2007). *HIGH GLORY: Maximize What You Believe*, Knowbility Press.
- Muller, G.O. (2002-2006) APR – GEARUP Program, Annual Reports submitted yearly to U.S. Department of Education, Washington, D.C.
- Muller, G.O. (2003) APR - 21<sup>st</sup> Century Learning Centers: Summary Report. Final Report submitted to U.S. Department of Education, Washington, D.C.
- Nader, R., Muller, G.O., Johnson, C. D., & Blakely, C.H. (1999). *Developing Effective University-Community Collaboration Through Grantwriting: The Community Grant*

Support Initiative. In R. Lerner & T. R. Chibucos (Eds.), Serving Children And Families Through Community-University Partnerships: Success Stories. New York: Sage Publications.

Kotch, J.B., Muller, G.O., & Blakely, C.H. (1999). Understanding the Origins and Incidence of Child Abuse and Neglect. Lead Chapter (ch.1) in T.P. Gullotta & S. McElhaney (Eds.), Preventing Family and Community Violence: Voices vs Violence. New York: Sage Publications.

Menon, R., Muller, G.O., Jordan, J.A., Bell, M. & Halperin, L. (1997). Juvenile Justice in Texas: Factors Correlated with Processing Decisions (Final Report). Criminal Justice Division of the Texas Governor's Office, Austin, TX.

Muller, G.O. & Blakely, C.H. (1996). The Graphic Program: A Tool For NSF/IUCRC Evaluators In The Collection And Presentation Of L.I.F.E., Extended L.I.F.E., And Meeting Effectiveness Data. Computer software application and accompanying evaluation instruction pamphlet presented to the National Science Foundation, Washington, D.C.

Muller, G.O. & Blakely, C.H. (1998) (1997) (1996). Process/Outcome Survey Of Industry, Faculty, And Students At The NSF Industry/Cooperative Research Center In Ergonomics at Texas A&M University. Annual center report to the National Science Foundation, Washington, D.C.

Blakely, C.H., Menon, R., Jones, D.C., Bell, J.M., Jordan, J. Muller, G.O., Haynes, F.L., and Baez, L.A. (1995). Project BELONG (Building Essential Life Options Through New Goals) 1992-1995. Final report for the Drug-Free Schools and Community Prevention Programs, U.S. Department of Education, Washington, D.C.

Muller, G.O. and Wolf, A. (1994). Conflict Resolution And Other Mentoring Issues. In Project BELONG Mentoring At-Risk Youth: Training Manual. U.S. Department Of Education, Washington, D.C.

Menon, R., Johnson, C.D., Messer, I., Blakely, C.H., and Muller, G.O. (1992) Tactics And Technologies Survey: A Summary Report. Final Report Submitted To The Institute For National Drug Abatement Research, Texas A&M University, College Station.

Carmichael, D.J., Blakely, C.H., and Muller, G.O. (1992). Fiscal Policy Alternatives For Special Program Finance: A Review Of The Literature And Survey Of The States. Final Report Submitted To The Legislative Education Board/Educational Economic Policy Center In Austin, TX.

Hammond, R.J., and Muller, G.O. (1992). The Late-Life Divorced: Another Look. Journal of Divorce and Remarriage 17, 135-150.

### **Selected Presentations**

Muller, G. O., John, C.R. (October, 2001). Applied Sociology: A Framework For Turning College Student Assignments Into Resume, Network And Community Building

- Opportunities. Presented at the Society for Applied Sociology Meetings, St. Louis, MO.
- Muller, G.O., Olmstead, B., Scott, C., and McGulivary, B. (April, 1999). Strategic Volunteerism: A Unique Strategy for Developing a Resume of Experience. Presented at the Utah Conference on Volunteerism, Salt Lake City, UT.
- Menon R. & Muller, G.O. (August, 1998). Understanding Minority Overrepresentation In The Juvenile Justice Population: Perceptions Of Juvenile Justice Practitioners. Presented At The Annual Meeting Of The American Sociological Association, San Francisco, CA.
- Muller, G.O. (April, 1998). Center Evaluation and Process-Outcome Survey Results for the I/UCR Center in Ergonomics. Presented at the National Science Foundation's I/UCRC Bi-Annual Industry Advisory Board Meetings, San Antonio, TX.
- Muller, G.O., Muller, P.A., Blakely, C.H. & Menon, R. (August, 1997). The effects of mentoring on family environment, adolescent substance use, delinquency, and academic achievement. Presented at the Annual Meeting of the American Sociological Association, Toronto, Canada.
- Hunter, P. & Muller, G.O. (August, 1996). A Preliminary Analysis Of Qualitative Research Focusing On Sexual Abstinence. Presented At The Annual Meeting Of The Sociological Association, New York.
- Muller, G.O., Menon, R., Jordan, J.A., Blakely, C.B., & Muller, P.A. (August, 1996). The Impact Of Mentoring On The Relationship Between Parental Rejection And Parental Monitoring, And Antisocial Behavior. Presented At The Annual Meeting Of The American Sociological Association, New York.
- Blakely, C.H., Johnson, C.D., Jones, D.J., Muller, G.O., & Menon, R. (June, 1996). Mentoring At-Risk Youth: A School-Focused Intervention. Presented At The Annual Meeting Of The Society For Prevention Research. San Juan, PR.
- Muller, G.O. (March, 1995). Mentoring And The Relationship Between Family Environment And Problem Behaviors Among At-Risk Youth. Presented At The Annual Meeting Of The Southwestern Social Science Association, Houston, TX.
- Muller, G.O. & Menon, R. (August, 1995). Family Influences On Peer Associations And Delinquency: A Tale Of Two Constructs. Presented At The Annual Meeting Of The American Sociological Association, Washington, DC.
- Muller, G.O. (March, 1995) Only The Lonely? Non-Affiliation In Voluntary Associations. Presented At The Annual Meeting Of The Southwestern Social Science Association, Dallas, TX.
- Knight, L., Haynes, F.L., Muller, G.O., Glenn, C. Menon, R., & Blakely, C.H. (March, 1995). Mentoring At-Risk Adolescents: Project BELONG (Building Essential Life

Options Through New Goals). Presented At The Annual Meeting Of The National Association Of The National Association Of School Psychologists, Chicago, IL.

Muller, G.O., Blakely, C.H., Haynes, F.L., Menon, R, & Wolf, A. (October, 1994). Family Interaction, Self-Esteem, And Aggressive Attitudes Among At-Risk Adolescents. Presented At The Annual Meeting Of The Mid-South Sociological Association, Lafayette, LA.

### **Selected Grants**

- 2005 Distance Education Grant, funded by U.S. Department of Education (\$200,000)
- 2004 Community Mosquito Abatement, funded by Utah Department of Agriculture (\$25,000)
- 2004 Adult Education and Family Literacy Grant, funded by Utah State Office of Education, (\$50,000)
- 2004 Transportation Enhancement Grant, funded by Utah Department of Transportation (\$250,000)
- 2004 Enhancement of Education Technology Training (EETT) Grant, funded by Utah State Office of Education (\$254,000)
- 2003 Adult Education and Family Literacy Grant, funded by Utah State Office of Education, (\$30,000)
- 2002 Gaining Early Awareness and Readiness for Undergraduate Programs Grant, funded by the U.S. Department of Education (\$2,500,000)
- 2000 21<sup>st</sup> Century Community Learning Center Grant, funded by the U.S. Department of Education (\$1,503,000)
- 1998 Automated Process/Outcome: A Data Processing Tool for Evaluators, a grant funded by the National Science Foundation (\$7,500).
- 1995 Disproportionate Minority Confinement, a grant funded by the State of Texas Governor's Office (\$100,000).

### **Selected Consulting and Evaluation**

- Ongoing Program Evaluation, Gaining Early Awareness and Readiness for Undergraduate Programs, Sanpete Community
- Ongoing Consulting, Technical Assistance Provider Pool, Office of Juvenile Justice and Delinquency Prevention, Washington, D.C.
- 2001-2003 Consulting, Chair, Utah Department of Workforce Services Western Region Youth Council, Utah Western Region

- 2001-2004 Program Evaluation, 21st Century Community Learning Centers, Sanpete Community
- 1999-2002 Program Evaluation, Extended Year School Program Evaluation, North Sanpete School District and South Sanpete School District
- 2000 (Nov.) Consulting, U.S. Department of Education Safe and Drug-Free Recognition Program Advisory Panel. Phoenix, AZ
- 1999-2002 Program Evaluation, Extended Year School Program Evaluation, North Sanpete School District and South Sanpete School District
- 1995-1998 Program Evaluation, National Science Foundation Center for Ergonomics and National Science Foundation Center for Applied Materials and Devices, Texas A&M University
- 2000-2001 Consulting, Meridian GeoSystems, Inc., Production of demographic maps and reports for major U.S. Corporations
- 2000 (Aug.) Consulting, U.S. Department of Education, Review of GEARUP State Grant Proposals, Washington, D.C.
- 2000 (Nov.) Consulting, U.S. Department of Education Safe and Drug-Free Recognition Program Advisory Panel, Phoenix, AZ.
- 1997 (Aug.) Consulting, U.S. Department of Education SDFSC Program, Review of Effective Programs and Strategies to Prevent Youth Drug Use, Violent Behavior, or Both Grant Proposals, Washington, D.C.
- 1997 (June) Consulting, U.S. Department of Health and Human Services , Substance Abuse and Mental Health Services Administration (SAMSHA), CSAP, Review of Starting-Early-Starting Smart (Primary Health Care and Data Coordinating Centers) Grant Proposals, Washington, D.C.
- 1996 (July) Consulting, U.S. Department of Education, Panel Chair and Reviewer for SDFSC Program Drug and Violence Prevention Demonstration Grants, Washington, D.C.

### **Professional Associations**

American Sociological Association  
Society for Applied Sociology

### **Recent Professional Development**

Great Teachers Seminar, Salt Lake Community College (Dec., 2004)

## References

(b)(6)

Jefferson County Court of Common Pleas

*Juvenile Division*

**SAMUEL W. KERR, JUDGE**

Post Office Box 549

State Route 7 at Washington Street

Steubenville, OH 43952

Telephone: (740) 283-8557 FAX (740) 283-8694

**Joseph D. Colabella**  
**Court Administrator**  
**(740) 283-8564 Ext 2319**

**Fred J. Abdalla, Jr.**  
**Chief Probation Officer**  
**(740) 283-8564 Ext 2315**

April 22, 2014

Dear Mr. Ranallo,

I am writing to you to express my support in the importance of the Steubenville City School district in obtaining an elementary guidance grant.

The Jefferson County Juvenile Court has seen an increase in recent years in elementary aged children having early contact with the juvenile justice system. The court works hard in cooperation with your district, as well as all districts in the county to address problems that arise with our youth, but programs can be limited.

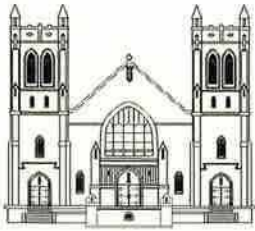
Currently the juvenile court uses programs such as community service and the P.R.I.D.E. program, which focuses on physical fitness, to help develop positive qualities and ethics in the youth who we have contact with. At times the court works with various community stake holders with activities to help foster positive growth in our youth. These programs can have a positive impact but are just not enough.

Undoubtedly, if we are to have a positive impact on the youth in our county it is obvious we need to start targeting youth at a younger age and this makes any grant available to accomplish that a must. An elementary guidance grant could be used to develop important programs with the help of our community to begin focusing serious attention on much younger youth and develop programs to help them. Programs could include mentoring, age appropriate drug awareness education, programs to develop confidence as well as programs to educate children on the proper way to use computers, smartphones, internet and social media.

Thank you for taking the time to consider my thoughts and feelings. If I could be of any assistance to help our youth, please feel free to contact me any time. Thank you.

Very truly yours,

**FREDERICK J. ABDALLA, JR**  
Chief Probation Officer



# First Westminster Presbyterian Church

235 North Fourth Street, Steubenville, Ohio 43952 🏰

April 15, 2014

Steubenville City Schools  
Attn. Mr. Richard Ranallo,  
Interim Superintendent Steubenville City Schools  
1400 West Adams Street  
Steubenville, Ohio 43952

Dear Mr. Ranallo,

With great optimism and hope for our community, I am writing in strong support of Steubenville City Schools' application for the Elementary Guidance Grant. The Elementary Guidance Grant would make a positive impact in the students and families living in our community. With broken homes, poverty, and addictions on the rise—together, we must continue to identify at-risk children and provide resources to help their individual needs. We appreciate the partnership we share with Steubenville City Schools.

Currently, First Westminster Presbyterian Church offers an After School program on Wednesday evenings. The relational program offers at-risk elementary children a warm meal, academic tutoring, mentoring, character education, and experiential learning labs where children meet with local professionals to gain "a behind the scenes look" at the products they manufacture or the services they provide in our community. We appreciate Steubenville City Schools' support of identifying and referring kids to participate in the After School Program.

Our church also hosts a Kids Club Program four days a week for eight straight weeks during the summer. Kids Club focuses on building relationships with children and their families through music, art, games and character education. An average of 60 Steubenville City School elementary and middle school children attend the Kids Club Program daily.

The Elementary Guidance Grant would allow our community to work together more efficiently to identify at-risk kids and provide a network of resources to help them succeed in life. Collaboration of current resources and new program opportunities will benefit the emotional, physical and spiritual well-being of the children. These types of community partnerships will bolster self-esteem and self-worth and create value in our community.

Thanks again for your continued partnership—together we can make a difference!

Sincerely,

(b)(6)

Rev. Jason Elliott,  
First Westminster Presbyterian Church

11



*Believe the Faith*

*Embrace the Hope*

*Share the Love*



# Jefferson Behavioral Health System

Youth Treatment Center  
220 Murdock Avenue  
Mingo Junction Ohio 43938  
(740) 535-1314 FAX (740) 535-1290  
Helpline, TDD & Voice (740) 264-1627  
[www.jbhsOhio.org](http://www.jbhsOhio.org) or [www.noHandbook.org](http://www.noHandbook.org)

Dear Mr. Richard Ranallo,

My name is Joshua Hawrot and I am writing in support of the Elementary Guidance Grant for Steubenville City Schools. I currently work at Jefferson Behavioral Health System in Steubenville OH at our Youth Partial Hospitalization program. We serve youth from ages 5-17 who suffer from mental health/behavioral problems that inhibit their functioning at school and at home. These children often have more severe diagnoses and thus require a more intensive treatment program.

We have been working with Steubenville City Schools for over 10 years helping the students who are not moving forward or functioning in the school setting due to the above reasons. This arrangement has worked well and is effective in helping those students who are able to respond positively to our program.

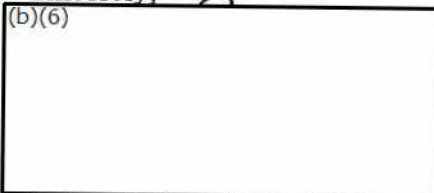
Over the past several years, we have observed that our clientele have become, in general, more severe in diagnoses and functioning. Increasingly we have worked with clients whom did not respond well to our program and structure with an end result in them not being able to continue in our program. These students thrived the best with individual attention and therapy, which we are limited in being able to provide. There was thus no available service or intervention that specifically catered to or aided these increasingly growing number clients. In essence, it felt as if these youth would fall through the cracks with no safety net that we could provide. This number of clients has grown over the past several years, especially with youth ages 5-11.

The Elementary Guidance Grant would be of great assistance to the students and youth of Steubenville OH as well as an asset for the people who serve them in that it would help to work with a specifically handicapped mental health population that is not being served in the most optimal way. It can help provide a safety net to help cater to the level of severity we are dealing with more and more. Mental health is a continual and growing problem with our population of youth, which can lead to tragedy in their lives. A grant such as this would be a great help in our continual preparedness and level of intervention as we work to help our students heal and thrive the way we know they can.

Thank you for your time and consideration.

Sincerely,

(b)(6)



Joshua Hawrot M.A., P.C.C.  
Coordinator/Therapist  
4/22/2014



April 17, 2014

To whom it may concern:

HOPSports, Inc. is the sole source for the HOPSports Training System and HOPSports Brain Breaks, designed specifically for school teachers, after-school coordinators, school counselors and other wellness staff and includes:

- 240+ lessons – equivalent to more than three years of repeatable curriculum
- ⇒ 10 mats
- ⇒ 30 HOPSticks
- ⇒ 60 SandBell, varying weights
- ⇒ 10 T-Bows
- ⇒ 1 CPU operating Microsoft Windows 7 Professional
- ⇒ 1 digital projector
- ⇒ 1 sound system
- ⇒ 1 audio visual cart
- ⇒ 1 power strip extension cord
- ⇒ Phone and online support for school staff
- ⇒ Professional Development and Training
- ⇒ Student and teacher access to the HOPSports on-line education and community through Brain Breaks

No other company manufactures or distributes a similar educational product. HOPSports' solutions have been carefully developed to create integrated turn-key approaches that, among other things, increase student engagement and activity levels while simultaneously advancing social and emotional learning. Only HOPSports integrates technology with media in a manner that allows the instructor to pause, instruct, change lessons all in a fully contained, turn-key system and incorporate common core education content and social and emotional learning into the platforms.

From time to time, HOPSports has partnered with certain companies to offer our system through their catalogs and online stores. However, these companies have no authority to change the sales price, components, or specifications of the HOPSports system. No promotional pricing may be applied by these companies to the HOPSports Training System. Promotional pricing is only available when ordering directly from HOPSports.

For further information about HOPSports technology specifically developed for physical education classes, contact me at HOPSports, Inc. 661-702-8946.

Sincerely,

(b)(6)

Tom Root  
CEO/Founder  
HOPSports, Inc.

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

---

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## Steubenville City Schools

Category	Justification/Description	Year one	Year two	Year three	Total request
<b>Personnel</b>	<b>Relates to the achievement of all goals and objectives</b>				
	Three (3) full-time School Counselors to implement counseling in accordance with the ASCA National Model, participate in professional development, providing training for classroom teachers and carry out all roles and responsibilities associated with their position. Calculated at a cost of \$15.96 per hour	\$99,561	\$99,561	\$99,561	\$298,683
	One (1) full-time Social Worker to work alongside School Counselors, referring elementary school students and their families to appropriate community resources. Calculated at a cost of \$15.96 per hour	\$33,187	\$33,187	\$33,187	\$99,561
	Melinda Young will serve as Project Director, devoting approximately 15% of her time towards the project, ensuring that all project activities are carried out on-time, as-specified and within the outlined budget. Calculated at \$30 per hour x 6 hours per week x 360 per year x 3 years = \$28,080 over three years				\$0
<b>Total</b>		<b>\$132,748</b>	<b>\$132,748</b>	<b>\$132,748</b>	<b>\$398,244</b>
<b>Fringe</b>					
	Fringe Benefits For three School Counselors and Social Worker, calculated at 10,951.71 each (Retirement/ unemployment @ \$3,187 and insurance @ \$7764.71)	\$43,807	\$43,807	\$43,807	\$131,420
	Fringe Benefits for the Project Director calculated at 33% of base salary \$9,66 over three years				
<b>Total</b>		<b>\$43,807</b>	<b>\$43,807</b>	<b>\$43,807</b>	<b>\$131,420</b>
<b>Travel</b>	<b>Relates to the achievement of all goals and objectives</b>				
	Local mileage travel for participation in trainings and meetings. Estimated at 5,000 miles in year 1 @ .55 per mile (per Federal guidelines); 9,000 miles in year 2 and 9,000 miles in year 3	\$2,750	\$4,950	\$4,950	\$12,650
	Office of Safe and Healthy Students National Conference travel for the Project Director and one additional person: airfare (2 @ \$1,200 = \$2,400); hotel (2 nights @ \$175 per night = \$350 x 2 = \$700); per diem (3 days @ \$100 per day = \$300 x 2 = \$600).	\$3,700	\$3,700	\$3,700	\$11,100
	Project Director meeting: airfare (\$1,200); hotel (\$175 x 2 = \$350); per diem (2 days @ \$100 per day = \$200)	\$1,750			\$1,750
<b>Total</b>		<b>\$8,200</b>	<b>\$8,650</b>	<b>\$8,650</b>	<b>\$25,500</b>
<b>Equipment</b>					
	No equipment requested				\$0
					\$0
<b>Total</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Supplies</b>					
	Supplies and materials to provide training in evidence-based models (e.g., Positive Action, ASCA National Model). Includes cost of curriculum, workbooks, study guides, etc. Includes supplemental materials in years two and three	\$10,000	\$5,000	\$5,000	\$20,000
					\$0

Total	\$10,000	\$5,000	\$5,000	\$20,000
Relates to the achievement and measurement of all goals and objectives				
Contractual				\$0
Highly qualified, experienced third party evaluator to provide accurate, objective, ongoing assessment and evaluation of program. Calculation: Evaluator and team will prepare four quarterly progress reports (QPRs) per year (4 @ \$9,000 in year 1; 4 @ \$8,875 each in year two and \$8,875 in year three) plus \$2,000 a year for travel to conduct a site visit. Cost per trip: \$600 (airfare), \$900 (6 nights at hotel @ \$150 per night), \$500 (per diem) = \$2,000				
	\$38,000	\$37,500	\$37,500	\$113,000
HOPSports evidence-based curriculum to provide school-wide activities at the targeted elementary schools to improve the emotional and behavioral outcomes among elementary students while facilitating the development of social, problem-solving and critical-thinking skills. Cost is based on a quote obtained from vendor, which includes all materials, supplies and training necessary to implement the programming				
	\$51,030	\$51,030	\$51,030	\$153,090
Data Collection Specialist to work with project leaders, the Advisory Board, Counselors, the Social Worker, teachers and other key personnel to ensure collection of valid, relevant and reliable student- and program-level data. Calculated at four quarterly reports per year (4 @ \$9,000 in year 1; 4 @ \$8,875 each in year two and \$8,875 in year three)				
	\$36,000	\$35,500	\$35,500	\$107,000
Professional development and training for School Counselors, Social Worker, teachers and other key personnel in evidence-based approaches to identifying and addressing emotional and behavioral issues among elementary school students. Calculated at a cost of \$10,000 per session x four sessions per year				
	\$40,000	\$40,000	\$40,000	\$120,000
<b>Total</b>	<b>\$165,030</b>	<b>\$164,030</b>	<b>\$164,030</b>	<b>\$493,090</b>
Other				\$0
				\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total direct</b>	<b>\$359,785</b>	<b>\$354,235</b>	<b>\$354,235</b>	<b>\$1,068,254</b>

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Steubenville City Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	132,748.00	132,748.00	132,748.00			398,244.00
2. Fringe Benefits	43,807.00	43,807.00	43,807.00			131,421.00
3. Travel	8,200.00	8,650.00	8,650.00			25,500.00
4. Equipment						
5. Supplies	10,000.00	5,000.00	5,000.00			20,000.00
6. Contractual	165,030.00	165,030.00	165,030.00			495,090.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	359,785.00	355,235.00	355,235.00			1,070,255.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	359,785.00	355,235.00	355,235.00			1,070,255.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Steubenville City Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
---	---

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Melinda	<input type="text"/>	Young	<input type="text"/>

Address:

Street1:	1400 West Adams Street
Street2:	<input type="text"/>
City:	Steubenville
County:	<input type="text"/>
State:	OH: Ohio
Zip Code:	43952-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
740-283-3767 xt 202	<input type="text"/>

Email Address:

myoung@scsohio.org

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment